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ABSTRACT

ERIC abstracts on educational assessment, announced in RIE through August 1970, are presented. The key terms used in compiling this collection are "evaluation," "evaluation criteria," "evaluation methods," "evaluation techniques," and "program evaluation." The following information is presented for each doument: author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (RA)

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ERIC Abstracts on:

Educational Assessment

EA 003 103

ERIC Abstracts

A Collection of ERIC Document Resumes on

Educational Assessment

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PREFACE

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The ERIC Clearinghouse on Educational Administration, one of twenty such units in the system, was established at the University of Oregon in 1966. The Clearinghouse and its nineteen companion units process research reports and journal articles for annnouncement in ERIC's index and abstract bulletins.

Research reports are announced in Research in Education (RIE), available in many libraries and by subscription for $21 a year from the United States Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by the National Cash Register Company.

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Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy of School Executives (NASE) of the American Association of School Administrators. The abstracts are compiled by the Clearinghouse to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by AASA and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director

INTRODUCTION

Since the beginning of ERIC in 1966, more than 30,000 documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of this total, about 1,500 documents have been processed by this Clearinghouse. So extensive is this growing collection of documents that we thought it would be useful to compile separate lists of ERIC documents on a number of critical topics in educational administration. Published separately, these selected lists of documents comprise the ERIC Abstracts series.

To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on educational assessment are EVALUATION, EVALUATION CRITERIA, EVALUATION METHODS, EVALUATION TECHNIQUES, and PROGRAM EVALUATION. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through August 1970. Not all of the listed documents were processed by this Clearinghouse.

Based on the document resumes in RIE, the following information is presented for each document: author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are listed alphabetically by the authors' last names and are numbered.

A subject index, beginning on page 24, is cross-referenced with the document listing. The subject terms, arranged in alphabetical order, are identical to those contained in RIE's subject index.

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1. Abt, Clark C. A Cost-Effectiveness Model for the Analysis of Title I ESEA Project Proposals, Part I-VII. Cambridge, Massachusetts: Abt Associates, Inc., 1966. 124 pages. ED 013 281 MF $0.50 HC $6.30.

   Seven separate reports describe an overview of a cost-effectiveness model and five submodels for evaluating the effectiveness of the Elementary and Secondary Education Act Title I proposals. The design for the model attempts a quantitative description of education systems which may be programed as a computer simulation to indicate the impact of a Title I project on the school, the students, and the community. The overall cost-effectiveness model focuses on changes in student achievement, attitudinal and environmental factors influencing achievement, and social behaviors and community impacts of improved achievement in the disadvantaged. The five submodels comprising the overall model are: (1) school, (2) instructional process, (3) community interactions, (4) costs, and (5) cost effectiveness. The school submodel represents the process in which four student types (white and nonwhite with family incomes above and below $2,000) and education resources (teachers, equipment, etc.) are converted into better-educated individuals. The instructional process submodel indicates the student achievement and attitude changes resulting from Title I programs. The community interactions submodel estimates the impact on seven community variables of changes in the educational system due to Title I programs. The cost submodel accounts for both the direct and indirect costs of Title I programs. The effectiveness submodel analyzes the output of the results of the other submodels. One of these seven reports describes the Office of Education cost-effectiveness simulation.

2. Alkin, Marvin C. "Evaluating the Cost-Effectiveness of Instructional Programs." From the proceedings of the Symposium on Problems in the Evaluation of Instruction, Los Angeles, December 1967. Los Angeles: Center for the Study of Evaluation of Instructional Programs, University of California, 1969. 36 pages. ED 031 818 MF $0.25 HC $1.90.

   A model of cost effectiveness is outlined which enables consideration of some nonfinancial, as well as financial, elements of educational systems at school or district levels. The model enables the decision maker to compare educational outcomes of different units, to assess the impact of alternative levels of financial input, and to select alternative approaches to reach specified educational outcomes. Components of this model are student inputs, educational outputs, financial inputs, external systems, and manipulatable characteristics. Indicated are the potential applications of the model in different evaluation situations and its use in evaluating the cost effectiveness of various financial inputs and of individual school programs.

3. Annas, Philip A., and others. Guide to Assessment and Evaluation Procedures: The New England Educational Project. n.p.: New England Educational Assessment Project, 1966. 37 pages. ED 012 087 MF $0.25 HC $1.95.

   The recent proliferation of federal support programs in education has brought an increased demand for carefully planned, formal evaluation at both the state and local levels. This guide has been prepared to aid local school systems in the complex work of evaluating Title I and other special education projects. It presents in workbook form a step-by-step process of evaluating a project. A glossary of terms and bibliography are also included.

4. Beatty, Walcott H., ed. Improving Educational Assessment and An Inventory of Measures of Affective Behavior. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. 174 pages. ED 034 730 MF $0.75 HC not available from EDRS. (Available from Publications-Sales Section, National Education Association, Washington, D.C. 20036, as NEA Stock Number 611-17804, $3.00.)

   The first half of this publication consists of four papers presented at a 1967 working conference intended to foster the development of a theory of educational assessment. Topics discussed in "The Purposes of Assessment" by Ralph W. Tyler include assessment for diagnosis, for individual guidance, for college admissions and placement, and assessment of pupil readiness, of innovations, and of learning materials and procedures. In "Language, Rationality, and Assessment," Robert E. Stake's topics include curriculum evaluation, congruence and contingency, generalizability of findings, and rationalism and empiricism. "Evaluation as Enlightenment for Decision Making" by Daniel L. Stufflebeam includes sections on the state of the art in educational evaluation and on the nature of evaluation. The final essay by Walcott H. Beatty, "Emotion: The Missing Link in Education," focuses on self-concept, motivation, and learning and promotion of affective development. The second half of the book is an annotated resource list of 133 instruments already developed or under development for measuring eight different categories of affective behavior. The categories and number of instruments reviewed in each are Attitude (10), Creativity (7), Interaction (15), Miscellaneous (19), Motivation (27), Personality (23), Readiness (3), and Self-Concept (29). The measures are indexed by author, title, and abbreviation.

5. Berty, Ernest. "Some Principles and Practices of Evaluation." Paper presented at the West Virginia State Department of Education Inservice Program, November 1, 1968. 19 pages. ED 027 622 MF $0.25 HC $1.05.

Evaluation is the process of determining the extent to which specified objectives have been reached. As a professional tool, it is used to: (1) appraise the achievements of individual students; (2) diagnose the learning problems of an individual student or class in order to devise future teaching strategies; and (3) appraise the effectiveness of curricula, courses, instructional materials, and administrative and organizational structures. Product evaluation, measurement of the performance of students, holds the greatest promise for helping to improve the overall educational program. Steps in product evaluation include: (1) definition of educational objectives to be achieved, (2) translation of the goals into descriptions of behavior, (3) identification of situations in which the behavior can be observed, (4) development of some measurement device, (5) application of the evaluation device to the educational program, (6) analysis of evidence obtained, and (7) statement of conclusions. Once evaluation has been expanded into performance terms, difficult tasks of data collection, organization, analysis, and interpretation arise. A bibliography listing eighty-seven books, pamphlets, and articles is included to assist in further study of evaluation.

6. Brisley, Leonard, and Dunon, Dorothy. Evaluative Criteria for Modern Foreign Language Teaching. Denver: Colorado State Department of Education, 1964. 34 pages. ED 012 157 MF $0.25 HC $1.80.

   A need for new criteria and procedures to appraise objectively the competencies and techniques of modern foreign language teachers has resulted in this handbook describing ways to observe various factors and determine the effectiveness of teaching performance. Taken into account are such factors as the teacher's activities in the classroom, the students' reactions, the physical conditions of the environment, the general nature of the class, and the effectiveness of the foreign language program. Included in the document are basic premises about the goals and principles of language teaching and the language curriculum, and discussions about evaluating language instruction. Part 2 of the handbook describes how these premises were used to develop the criteria and gives information about their use and application. Part 3 presents a sample of the criteria checklist. Appendices include the Modern Language Association's Qualifications for Secondary School Teachers, a brief outline of a ten-year foreign language program, a statement of policy about foreign languages in the elementary school, and a bibliography.

7. Bruhns, Arthur E. "Evaluation Processes Used to Assess the Effectiveness of Vocational-Technical Programs." Seminar paper, 1968. 17 pages. ED 031 209 MF $0.25 HC not available from EDRS.

   Evaluation is quantitative or qualitative, the criteria determined by or

given to the student. The criteria show how close he has come to the program's objectives and the ranking of individual performance. Vocational education programs susceptible to evaluation are listed, and relevant evaluative techniques discussed. Graduate interviews concerning job, school, or other plans, can relate the question closely to the program. Career follow-up studies, going beyond mere placement to identifiable changes in the trainee's work life, can reveal a program's success or failure. Seven basic achievement tests (Ohio Trade and Industrial Supervisors Workshop 1958), on different trades, are simple but useful tools. Official licensing exams are less so, because they assess the student's total education, not a specific program. Industry advisory committees, properly interested in successful programs, are quick to recommend improvements. A systems approach requires breaking goals into analyzable units, to aid both definition and solution of problems. Geared specifically to student vocational need, accreditation helps maintain program standards. Self-initiated evaluation is most pertinent to local program study. Changes in the trainee's self-image and motivation demonstrate a program's effectiveness. Evaluation criteria apply to structure, process, or product; ongoing evaluation allows quick adjustment of facilities/funds to any program's objectives.

8. Burkhart, Robert C., ed. The Assessment Revolution: New Viewpoints for Teacher Evaluation. Albany, New York: Division of Teacher Education and Certification, New York State Education Department, 1969. 343 pages. ED 036 485 MF $1.50 HC $17.25.

   This book presents the proceedings (speeches, discussions, and results) of the New York State Symposium on Evaluation in Education. The underlying purpose of the meeting was to respond to the state's proposal that the present approach to teacher certification and education be abandoned as ineffective and inappropriate, to engage in a deliberate and detailed discussion of workable alternatives, and to develop a design for action. The underlying direction of the symposium was toward evaluation and certification of teachers according to specified performance criteria, and the evaluation of teacher education programs according to the teaching ability of their graduates. The content of the symposium, which evolved in response to four basic tenets of the performance evaluation viewpoint and the issues raised by each, treats four main questions: (1) What is wrong with the existing system of certification and teacher education? (2) Why propose performance evaluation? (3) How would performance evaluation work? and (4) If adopted, what steps can be taken to implement this as a total program? Among materials included in the publication are a model for performance evaluation certification, a comparative analysis of classroom observation techniques, and an extensive bibliography on "Evaluation in Education."

9. Burton, Dwight L., and others. "A Check List for Evaluating the English Program in the Junior and Senior High Schools." Reprint from English Journal (April 1962), 273-282. ED 001 830 MF $0.25 HC $0.60.

During the recent years of ferment in American education, public schools have come under examination. English, as the course dealing with the fundamental communicative processes of reading, writing, speaking, and listening, has been under particularly close scrutiny. This checklist was prepared by a curriculum committee that has been studying the English program at all school levels since 1945 and has been aware of the numerous recommendations and proposals made by both lay and professional organizations at the local, state, regional, and national levels. Their purpose is to aid individual school faculties in the weighty responsibility of evaluating new proposals and criticisms, and in planning programs geared to scholarship and to local needs and conditions. The list is presented as a series of questions which reflect modern research and the tested practices of the most successful secondary schools. The questions fall under the general headings of planning, curriculum, teaching conditions, literature, reading, writing, speaking and listening, language, nature of classroom instruction, and program evaluation. It is hoped that these questions will lead school faculties to a thorough program examination, from which all improvement must ultimately stem.

10. Byram, Harold M. Evaluating Vocational Education in the Public Schools. Development and Demonstration of Education in the Public Schools. Final Report. East Lansing: Michigan State University, 1965. 59 pages. ED 011 912 MF $0.50 HC $3.05.

The major purpose is to develop a generalized procedure for evaluating a comprehensive program of vocational education using the school's own personnel resources, community resources, and state consultant services. A variety of ongoing activities by the director, the consultants, and the staff in three cooperating schools in Michigan are described. These activities include staff committee work, school open-house visits, use of advisory committees, development of survey forms and other instruments, and a study of program outcomes. The project demonstrates the value of the involvement of local staff and emphasizes the importance of local administrative staff members' approval and sanction. Consultants evaluating programs in public schools should be prepared to give more direct help than was done in this study. Those staff members working on a committee should be provided with released time by the local public school. Two effective procedures for conducting an occupational follow-up of graduates and other former high school students are demonstrated. It is recommended that the project which is the basis of the present report be extended to other schools in Michigan.

11. California State Department of Education. Guide for Cooperative Evaluation of County and District Audio-Visual Programs. Sacramento: 1967. 42 pages. ED 019 874 MF $0.25 HC $2.20.

This is a guide for administrators and audiovisual directors on how to initiate an evaluation--its costs, procedures, and timing. Emphasized are standards to be considered, background data needed, and methods of determining what is being accomplished, by whom, with what tools and resources, and how well. Several sample checklists are included as well as selected references to aid in planning an evaluation.

12. Castle, Pat, and Jay, Charles D. Guidelines for Evaluating Foreign Language Programs. Springfield: Illinois State Office of the Superintendent of Public Instruction, n.d. 15 pages. ED 013 592 MF $0.25 HC $0.85.

A need for a statement of simplified criteria by which secondary schools may measure the excellence of their foreign language programs has stimulated the development of these guidelines, designed to assist in setting up the best possible audiolingually-oriented curriculum to meet the individual needs of schools. Following an outline of basic information about sequence of study, texts and materials, and electronic equipment, the guide lists, in questionnaire form, criteria that indicate superior foreign language programs. Highlighted in the questioning are the areas of (1) general methodology, (2) elementary, junior high, and beginning and advanced high school language programs, (3) Latin programs, and (4) testing and evaluation.

13. Cohen, Arthur M., and Brawer, Florence B. Measuring Faculty Performance. Washington, D.C.: American Association of Junior Colleges, 1969. 90 pages. ED 031 222 MF $0.50 HC $4.60. (Also available from American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036, $2.00.)

This report focuses on the techniques, objectives, and problems associated with teacher and teaching evaluation. The first section of this two-part monograph was devoted to the discussion and appraisal of methods currently employed. Topics considered included: (1) a review of the standard techniques of supervisor, colleague, student, and self-evaluation; (2) a discussion of the problems inherent in these methods such as rater bias, ambiguity of purpose, and lack of definite criteria; (3) an overview of research attempting to relate teacher personality with teacher effectiveness; and (4) an outline of a program incorporated into the junior college teacher preparation program at UCLA that aimed at predicting the success of new teachers by the use of various personality dimensions. A case for changing the purposes, methods, and criteria of faculty assessment was presented in part 2. It was suggested that

faculty evaluation, as a tool to improve instruction, must relate to instruction as a discipline with the focus placed on the effects of instruction, an approach that may result in the development of team-teaching techniques and evaluation among instructors on the basis of teaching effectiveness alone. The problems in specifying criteria for assessing teacher effectiveness, a rationale for using student achievement of learning objectives as the main criteria of teacher effect, suggested designs for assessing instructors, and a scheme for supervising instruction were presented.

14. Connecticut State Department of Education. Assessment Guidelines for Programs under the Vocational Education Act of 1963. Hartford: Division of Vocational Education, 1969. 21 pages. ED 036 614 MF $0.25 HC $1.15.

    This manual is intended to provide an approach to evaluation of the effectiveness of vocational programs operating under the Vocational Education Act of 1963 and the state plan of Connecticut. It provides a basis for modification and improvement through program evaluation, not through teacher evaluation or the evaluation of specific techniques. The evaluation summarization form is presented along with instructions for using the form. Areas of evaluation for which guidelines are provided include program objectives, advisory committees, occupational objectives, course of study, related instruction, student selection, guidance, physical facilities, equipment, safety instruction, leadership and citizenship, resource materials, resource people, community visits, teacher certification, teacher schedule, student groups, and required reports.

15. Connecticut State Department of Education. Criteria for Evaluation of Vocational Technical Schools of Connecticut. (Title Supplied). Hartford: Bureau of Vocational-Technical Schools.1966. 205 pages. ED 016 780 MF $1.00 HC $10.35.

    Guidelines and criteria for the evaluation of the overall program of the vocational-technical school are provided. Philosophy, objectives, and checklists consisting of provisions, conditions, or characteristics found in good vocational-technical schools are presented for evaluating the following areas--administration, professional staff, trade programs, school plant, related departments, audiovisual services, school library, cafeteria, social studies program, English program, physical education, driver education, health services, and the student activity program. Criteria and forms for a summary and conclusion of the evaluation are included.

16. Cox, Richard C., and Unks, Nancy J. "A Model for the Evaluation of a Testing Program." Paper presented at the annual meeting of the American Educational Research Association, Chicago, February 9, 1968. 9 pages. ED 017 023 MF $0.25 HC $0.55.

The evaluation of an educational program typically implies measurement. Measurement, in turn, implies testing in one form or another. To carry out the testing necessary for the evaluation of an educational program, researchers often develop a complete testing subprogram. The evaluation of the total project may depend upon the testing subprogram. If the testing program is something less than adequate, the evaluation of the total project may be suspect. Researchers should pay as much attention to the evaluation of a testing subprogram as they do to the evaluation of the total project. The proposed model for evaluating a testing subprogram includes the following steps which were adapted from a general evaluation model by C.M. Lindvall: (1) define the unique objectives of the testing program; (2) define the testing program with regard to personnel and facilities, planned and actual functions and products; (3) plan and carry out evaluation of the testing program concurrent and consistent with the total program evaluation, including assessment of the achievement of the testing program objectives and observation of any unplanned results of the testing program; and (4) attach a valuation to the testing program to answer the question, "Can an evaluation of the total project based upon this testing program be considered sound?"

17. Davie, Bruce F. Using Benefit-Cost Analysis in Planning and Evaluating Vocational Education. 1965. 20 pages. ED 016 077 MF $0.25 HC $1.10.

Basic elements involved in analysis by rational resource allocation are applied to vocational education. To improve efficient use of allocated resources, the relationships between application of resources to a particular program and attainment of objectives can be determined by benefit-cost analysis, the ratio of the present value of future benefits to the present value of future costs. Costs and benefits of particular vocational programs must be analyzed from the viewpoints of both the individual student and society. The derived ratios are the societal benefit-cost ratio of a program. A variation of benefit-cost analysis treats benefits as an unknown in an equation including known costs, number of students, and an arbitrarily selected benefit-cost ratio. Some limitations of using benefit-cost analysis for evaluating vocational education and as a basis for making public expenditure decisions in the field are: (1) Different people have different money values so that what is dollar value to one may not be to another; (2) the search for the best possible programs is limited to only those proposed; (3) it is difficult to assess the value of intangible benefits which cannot be measured in

dollar terms; and (4) consideration of program value from a local viewpoint only may result in maintaining or rejecting one in conflict with the aggregate or national interest. Despite possible limitations, use of benefit-cost analysis appears desirable in evaluating and planning vocational education at the state and local levels because it identifies current or proposed programs in which probable economic benefits do not justify the actual or prospective expenditures. The appendix contains a precise formulation of the benefit-cost analysis methods.

18. Educational Research Service. Evaluating Administrative Performance. Educational Research Service Circular Number Seven. Washington, D. C.: American Association of School Administrators, and National Education Association, 1968. 58 pages. ED 032 635 MF $0.50 HC not available from EDRS. (Available from Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, single copy $1.50, quantity discounts.)

    Sixty-two school systems with formalized evaluating procedures for administrative and supervisory personnel are individually described in this study. Details of the evaluation procedures include the personnel evaluated, frequency of evaluation, methodology, notification of results, and appeal procedures. Evaluation forms of eight school systems and the questionnaire used in the study are included. Answers to "the purposes for which evaluations have actually been applied to your school system" are categorized and their frequency noted. The most commonly mentioned areas of evaluation are administration (organizing and managing ability), supervision (instruction and curriculum), relationships, personal qualities, and professional qualities.

19. Educational Research Service. Evaluating Teaching Performance. Educational Research Service Circular Number Three. Washington, D.C.: American Association of School Administrators, and National Education Association, 1969. 64 pages. ED 033 448 MF $0.50 HC not available from EDRS. (Available from Educational Research Service, Box 5, NEA Building,1201 Sixteenth Street, N.W., Washington, D.C. 20036, single copy $1.50, quantity discounts.)

    A questionnaire to gather material on teacher evaluation was sent to all school systems enrolling sixteen thousand or more pupils. Replies were received from 235, or 73 percent of the 322 systems contacted. The circular is based on the replies of the 213 systems having formal evaluation procedures. Included, system by system, are data on frequency of evaluation, evaluators, evaluation forms, evaluation procedures, appraisal procedures, and appeal procedures. Eight general types of evaluation procedures are evident among the 213 systems. The distinction in evaluation procedures is the degree to which the evaluatee

determines the criteria against which he will be evaluated and the degree of participation by the evaluatee in the appraisal process. Reproduced are thirteen evaluation forms selected from those submitted with the questionnaire response.

20. Eidell, Terry L., comp., and Klebe, John A., comp. Annotated Bibliography on the Evaluation of Educational Programs. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1968. 19 pages. ED 025 857 MF $0.25 HC $1.05.

    Sixty-four books, pamphlets, papers, and journal articles published, for the most part, between 1964 and 1968 are listed in this annotated bibliography on the evaluation of educational programs at the elementary, secondary, and higher education levels. Topics include the evaluation of school subject programs, vocational programs, state aid programs, curriculum, educational planning, federal programs, teaching quality, educational change, and educational outcomes and quality. Some entries pertain to the development and use of mathematical models and cost-benefit analysis for evaluative purposes. Emphasis is on the methods, procedures, models, and exemplars of educational program evaluation.

21. "Evaluation Strategies for ESEA Title I Projects." Paper presented at the American Personnel and Guidance Association Convention, Dallas, Texas, March, 1967. 9 pages. ED 013 476 MF $0.25 HC $0.55.

    Project and program evaluation represent two broad strategies for evaluation. Product evaluation of a project determines the extent to which objectives are achieved. The evaluator's attention is focused on change in the target pupil or school on a preproject to a postproject basis. In their evaluation of the Elementary and Secondary Education Act, Congress is interested in the types of evidence produced through product evaluation. Process evaluation monitors project conditions to make the project more efficient or better. Program evaluation is an assessment of the changes which are the outcomes of interactions among projects or treatments. Program evaluation assesses not only change in target pupils or schools, but also total impact. Program evaluation implies that attention to overall barometers of educational health might capture side effects. No attempt is made to analyze how or why changes occur. This model suggests that the school should be an evaluation unit to detect possible fallout effects. Results of the implementation of this strategy in Cincinnati are discussed.

22. Finn, Jeremy D. "Evaluation of Instructional Outcomes: The Use of Unstructured Data." Preliminary draft of paper presented at the annual meeting of the American Educational Research Association, Los Angeles, February 6, 1969. 21 pages. ED 030 944 MF $0.25 HC $1.15.

Encouraging a broader view of educational evaluation by emphasizing systematic means for the collection and analysis of a wide variety of types of evaluation data at all educational levels, an extension is proposed to the evaluation rationale formulated several years ago by Ralph W. Tyler. The revised model, patterned after the "multiform organismic system of assessment" devised by the Office of Strategic Services, develops a principle of multiple measurements, placing basic data (test scores, teacher ratings, etc.) in a holistic spectrum consisting of many sorts of objective and subjective data. A "behavior dictionary" of measurable indicators of educational achievement is being developed as a tool for the analysis of quantitative evidence. The model, measuring cognitive, affective, and habitual behaviors in class and school situations, is being developed for initial application at the elementary school level.

23. Flanagan, John C. "Defining Educational Outcomes for Today's Schools and Assessing their Attainment." Paper prepared for annual conference (53rd) on School Administration and Supervision. Iowa City: Iowa Center for Research in School Administration, Iowa University, 1968. 9 pages. ED 026 734 MF $0.25 HC $0.55.

A school's educational objective should include three major types of goals for each individual: (1) preparation for an appropriate occupational role, (2) preparation for the responsibilities of citizenship, and (3) preparation for enjoying leisure activities. Previous efforts to individualize education have been relatively ineffective. An example of current efforts both to broaden and individualize educational outcomes is Project PLAN, whose goals include the student's personal formulation of goals and plans, with each student given full responsibility for his development. The state of Pennsylvania is attempting to collect in a systematic fashion data required to define educational outcomes. Two other studies, an American Institutes for Research study and Project TALENT, were conducted to develop methods for evaluating the attainment of educational outcomes. To improve the quality of their educational program, school administrators should make intensive case studies of samples of students, including the following items: community environment, home environment, personal history, personal activities, school experience, personal characteristics, and personal plans.

24. Gosser, Jon. "A Computerized Method of Longitudinal Evaluation of Student Performance." Paper presented to the Michigan Academy of Science, Arts, and Letters, University of Michigan, Ann Arbor, March 29, 1969. 20 pages. ED 030 428 MF $0.25 HC not available from EDRS.

This is a brief overview of a study examining how a computerized, longitudinal description and analysis of student responses to questions and statements about the teaching process can help answer the question,

"Am I doing a good job of teaching?" Taken primarily from "The University of Washington Survey of Student Opinion of Teaching" and "The Purdue Rating Scale for Instruction," questions and statements for the example were administered to several classes of students. Responses were grouped by class, semester, and subject to show some of the available descriptions of the effects of the teaching process. Appended are the instruments used and some examples of grouped data as compiled by the computer.

25. Hammond, Robert L. Evaluation at the Local Level. 1967. 18 pages. ED 016 547 MF $0.25 HC $1.00.

    A systematic approach to the evaluation of innovations has become one of the nation's most pressing problems. Recognizing this need, a team of educators developed an approach to the problem of evaluation through the utilization of a model. The first step in this evaluation process should begin with a single subject area of the curriculum. Secondly, the descriptive variables in the instructional and institutional dimensions should be defined. Third, the objectives should be stated in behavioral terms and, once accomplished, the fourth step should assess the behavior described in the objectives. The last step, then, should analyze the results. Most local schools do not have access to, nor possess, the essential tools and trained personnel to utilize the above-described evaluation procedures. Consequently, under Title III of the Elementary and Secondary Education Act, a center was developed to train personnel in evaluation procedures. Three divisions are included in this center--field services, evaluation services, and publications.

26. Irvine, David J. "Performance Indicators in Education." Paper presented at the Commissioner's Conference on State and National Assessment, Albany, New York, December 4, 1968. Albany: New York State Education Department, Bureau of School Programs Evaluation, 1968. 6 pages. ED 027 626 MF $0.25 HC $0.40.

    Evaluation of education involves assessing the effectiveness of schools and trying to determine how best to improve them. Since evaluation often deals only with the question of effectiveness, performance indicators in education are designed to make evaluation more complete. They are a set of statistical models which relate several important variables to objectives of the schools. The objectives considered may be student achievement, noncognitive functioning, or social functioning. These objectives are analyzed for statistical relationships with such variables as demographic characteristics, student characteristics, and elements in the school organization. Steps in developing such models include stating the educational objectives, selecting and developing measures for each objective and variable, collecting data from each

school district, and analyzing the data to determine the best mix of variables related to each objective. By looking at the relationships between variables and objectives, descriptive, predictive, and optimization information is generated. Although absolute answers are not provided, the instruments should help school officials decide on allocation of funds, school organization, teaching methods, and instructional material best suited for achieving a school's objectives.

27. Kleinmann, Jack H. Profiles of Excellence: Recommended Criteria for Evaluating the Quality of a Local School System. Washington, D.C.: National Education Association, 1966. 128 pages. ED 012 502 Document not available from EDRS. (Available from Publications Sales Section, National Education Association, 1201 Sixteenth Street N.W., Washington, D.C. 20036, as NEA Stock Number 531-15958, $1.00.)

    Nine groups of 119 brief evaluative questionnaires are designed to provide local professional associations, boards of education, and administrators with an instrument for comprehensive self-analysis of their school systems' operations and for identification of areas in which specific efforts at improvement might be directed. Related subtopics for each of the nine major sections are evaluated by the respondent on a five-step continuum from inferior to superior. Recommendations are solicited with an open-ended request for "Action Needed to Close the Gap." Main topics covered include: (1) the educational program, (2) administrative operation, (3) the board of education, (4) staff personnel policies and procedures, (5) professional compensation, (6) conditions of professional service, (7) the school plant, (8) district organization, finance, and business administration, and (9) the local professional association.

28. Krebs, Alfred H. "Guiding Principles for Evaluation under the Vocational Education Act of 1963." The Agricultural Education Magazine, 37, 10(April 1965). 3 pages. ED 015 325 MF $0.25 HC $0.25.

    Teachers, supervisors, and administrators of vocational agriculture programs should develop and implement a sound philosophy of continuing evaluation at the local, state, and national levels to provide information on program results and kinds of adjustments needed prior to the mandatory national advisory council evaluations. Sixteen guiding statements for planning and conducting evaluation were formulated from references to evaluation in the Vocational Education Act. Examples are: (1) The effective and adequate evaluation of vocational agriculture will be largely dependent upon data gathered by vocational agriculture teachers; (2) evaluations of vocational agriculture will be presented in a form which will develop a public awareness of basic strengths of the program; (3) the major emphasis will be on studying the success with

which students have been placed in jobs or in programs of continuing education; (4) each part of the program will have procedures for continuing evaluation; and (5) continuing evaluation of vocational agriculture programs can best be accomplished by local citizens' advisory groups. If programs need to be changed, leaders in vocational education should be the first to recognize the need for improvement. The required national evaluation represents an effort which should have been made by vocational agriculture personnel in the past.

29. Lindman, Erick L. Criteria for Evaluating Federal Education Programs. 9 pages. ED 011 699 MF $0.25 HC $0.55.

Criteria are suggested for reviewing the purpose, method, and design of existing and proposed federal grant programs for public schools. Evaluation of existing federal educational programs is necessitated by their increasingly complex relationships with state and local programs. Of primary concern are the purpose of federal educational programs, the effectiveness of administrative relations for sound federal-state-local relationships, and the combined effect of all federal programs in the development of adequate public schools in all states. Goals include provision of special purpose grants for educating disadvantaged children, compensation for deficiencies in the school tax base resulting from the tax-exempt status of federal property, and financing of research and development programs for educational improvement. It is suggested that federal program administration should be coordinated with state and local programs through state departments of education. As federal categorical aid becomes operative, provision should be made for the state to adjust its grant program to local school systems in order to realize optimum allocation of total funding. Discretionary allocation of federal program funds should be minimized by the application of objective formulas. Only through a tax-sharing plan or some other form of federal support will adequate public school programs be developed in all states.

30. Marburger, Carl L., and Rasschaert, William M. A Plan for Evaluating Major Activities in Great Cities School Improvement Programs. Detroit, Michigan: Detroit Public Schools, Great Cities School Improvement Program, 1962. 30 pages. ED 002 459 MF $0.25 HC $1.60.

A guide to assist project directors in their efforts to develop more systematic and thorough evaluation designs for Great Cities School Improvement Programs is presented. The tests, questionnaires, and other instruments, as well as methods of data treatment, are listed according to the major evaluation areas. Three basic areas are to be evaluated. The first, pupil achievement, should be evaluated through group testing of intelligence and of basic skills in reading, vocabulary,

language arts, arithmetic, and social studies. Case studies of selected students and analysis of the school's holding power should also be used to determine pupil achievement. The second area to be evaluated is attitude change of pupils toward subjects, teachers, school and administration, learning, aspirations, peers, and lower-class status. Thirdly, changes in the attitudes of parents and teachers toward each other and toward working with the school and neighborhood should be determined. Positive or negative changes in pupil behavior should be stressed, in addition to parent and teacher involvement in project activities. Less important areas which should also be evaluated are: school costs, project staff, achievement, teaching materials and techniques, school-community relations, health services, and implications for a citywide educational program.

31. Marco, Gary L. "A Design for Evaluating Educational Programs in a Large City." Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, February, 1969. 17 pages. ED 030 208 MF $0.25 HC $0.95.

    A pretest-posttest design for measuring the effects of educational programs uses comparison groups consisting of pupils like those in the treatment group but not receiving that particular treatment. Although the design is geared primarily to evaluation of Title I programs in large cities, it should also apply to other situations The plan for measuring treatment effects is to (1) identify the major objectives and the most important side effects of the programs, and (2) develop measures of the objectives and side effects. When several programs are being evaluated, careful selection of the comparison group is necessary to avoid the statistical problems of confounding and interaction of treatment effects. Evaluation of treatment effects is the process of judging the value of a treatment. In education, where the consequences of programs have much greater importance than the programs themselves, program evaluation is consideration of the consequences of the program. Therefore, program ratings should be based on how favorable and important the consequences are to the users.

32. McDavid, John W. The Evaluation of Project Head Start: A Conceptual Statement. n.d. 16 pages. ED 015 792 MF $0.25 HC $0.90.

    Evaluation of Head Start has as its general criterion of effectiveness the ratio between cost and benefit. If the latter can be demonstrated to justify the former, the intervention project is a good investment in terms of immediate help for the disadvantaged preschooler and of long-range benefits for his family, community, and society. In terms of a model, input (population) plus operations (program attributes) must yield output (changes in population attributes). It is difficult to assess an over-

all program which has such a large number of variables, but Head Start goals can be translated into operational dimensions. Thus, the physical and mental health, social attitudes and behavior, and communication skills of the children become some of the output variables which can be measured by pretesting and posttesting. Methods of assessing these variables include the use of standardized tests, new tests developed specifically to measure disadvantaged populations, files accumulated at Head Start centers, and classroom observational procedures. Applied research will be emphasized in the thirteen evaluation and research centers throughout the country which will implement the ongoing evaluation. Both cross-sectional and longitudinal evaluation designs will be needed to measure Head Start's short- and long-range effects.

33. McLoughlin, William P. The Nongraded School: A Critical Assessment. Albany: New York State Education Department, 1967. 63 pages. ED 017 976 MF $0.50 HC $3.25.

Designed primarily for teachers and administrators, this monograph undertakes an extensive review of empirical research related to the nongraded school. The chief purpose of the study is to evaluate educational attainments of the nongraded school. Topics examined include: (1) the influence of nongradedness on students, (2) staff appraisal of nongradedness, and (3) parent and pupil reaction to nongradedness. Comparative analyses of the educational attainments of the graded and nongraded schools are inconclusive.

34. Meade, Edward J., Jr. "Accountability and Governance in Public Education." Adapted from address delivered at the annual convention of the National Association of Secondary School Principals, Atlantic City, February 12, 1968. New York: Ford Foundation, 1968. 14 pages. ED 031 807 MF $0.25 HC not available from EDRS. (Available from Ford Foundation, Office of Reports, 320 East 43rd Street, New York, New York 10017, free.)

In recent years the focus on accountability and governance in public education has shifted from the individual class and teacher to individual schools and staffs. By the way he applies and coordinates his school's available resources, the principal determines the product of his school, the departing pupil. More effective education is becoming possible as the individual school receives more and better resources and uses more sophisticated ways to measure human potential and productivity. Although community forces are playing an increasingly active role in the area of governance and the determination of school policies and programs, resolution of the issues of both governance and accountability turns most realistically on who is to be held accountable for the product of education. It is at the level of the individual school and its principal that these two

questions stand the best chance of being faced squarely and resolved fairly. A descriptive list of ten projects supported by the Ford Foundation and related to the issues of accountability and governance is appended.

35. Messick, Samuel. "The Criterion Problem in the Evaluation of Instruction: Assessing Possible Not Just Intended Outcomes." Paper presented at the Symposium on Problems in the Evaluation of Instruction, Los Angeles, December, 1967. Los Angeles: Center for the Study of Evaluation of Instructional Programs, University of California, 1969. 38 pages. ED 030 987 MF $0.25 HC $2.00.

    Cognitive styles, defined as information-processing habits, should be considered as a criterion variable in the evaluation of instruction. Research findings identify the characteristics of different cognitive styles. Used in educational practice and evaluation, cognitive styles would be new process variables extending the assessment of mental performance past achievement levels to a concern with patterns of cognitive functioning. Such use would have relevance for student performance in various subject-matter areas, for test construction, and for teaching methods. A possible educational goal would be an attempt to foster alternative modes of cognition and multiple stylistic approaches to problem solving. A bibliography of forty-eight items is included.

36. Morris, Robert. Task Force Report on Assessment and Evaluation. Boston, Massachusetts: Action for Boston Community Development, Inc., 1961. 17 pages. ED 001 523 MF $0.25 HC $0.95.

    The Task Force on Assessment and Evaluation has been charged to recommend the most effective means for assessing and evaluating the short-term activities and the long-term achievements of Action for Boston Community Development (ABCD). The general objectives of the Task Force are: (1) the analysis of data relevant for evaluating day-by-day decision making, (2) assessment of program activities at intervals determined by administrative action, and (3) evaluation of the program at its termination or at a fixed time. Within these objectives, five possible areas of assessment and evaluation can be identified: citizen participation, the adequacy of information required for administrative operations, organizational effectiveness, the total program, and urban renewal. The assessment program of ABCD can rely upon a rich reserve of research talent in both the universities and existing agencies. Access to these reserves depends upon the creation of an appropriate mechanism to coordinate the major research and evaluative resources. This coordination will necessarily be related to urban renewal needs, but will also perform an important community function by interrelating the operations of research organizations which are currently isolated

from each other. Two major recommendations are reported by the task force. The first is that ABCD should establish an examining committee with the responsibility of securing independent, periodic evaluation of the progress toward its agreed-upon goals. Secondly, ABCD should establish a small research unit directly responsible to the administrator with a dual function: (1) the maintenance of a sensitive intelligence center utilizing administrative decision making, resources of professional observations, and formal research, and (2) the mobilization of community research resources to meet the needs of ABCD.

37. Office of Education. A Suggested Checklist for Assessing a Science Program. Washington, D. C.: Department of Health, Education, and Welfare, 1964. 23 pages. ED 013 755 MF $0.25 HC $1.25. (Also available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, $0.15.)

    Suggestions and a checklist for the evaluation of elementary and secondary school science programs are contained in this United States Office of Education bulletin. An introductory section deals with the importance of broad faculty participation, and up-to-date content and methods in program evaluation. Explanations for the construction and use of a program profile and the use of the checklist are also provided. The instrument is subdivided into ten sections each containing pertinent questions: (1) the foundations for local program planning, (2) public responsibility and goals, (3) curriculum, (4) teaching-learning, (5) evaluation, (6) youth activities, (7) staff characteristics, (8) program administration, (9) financial arrangements, and (10) facilities, equipment, and teaching aids. A three-point rating scale and a form for the development of a composite profile are included.

38. Pennsylvania State Department of Public Instruction. Foreign Language Evaluation: A Checklist. (Title Supplied). Harrisburg: Office of School and Program Evaluation, 1966. 11 pages. ED 012 557 MF $0.25 HC $0.65.

    Secondary schools in Pennsylvania are requested to evaluate the general standards and practices of their foreign language programs by completing this checklist. To be rated as excellent, average, or in need of improvement are such aspects of the school's program as its objectives and organization, curriculum offerings, teacher qualifications, instructional methods, materials, and facilities. The respondents are requested also to summarize the strengths, weaknesses, special projects, and efforts the school is making to improve its language program.

39. Provus, Malcolm M. The Discrepancy Evaluation Model: An Approach to Local Program Improvement and Development. Pittsburgh: Pittsburgh

Public Schools, 1969. 107 pages. ED 030 957 MF $0.50 HC $5.45.

A schema for the evaluation of Elementary and Secondary Education Act Title I and Title III programs is based upon the view that evaluation should be considered as a process for program development and stabilization. Following a general systems approach and applying management theory, the model includes methods for using evaluation as a program improvement tool, with educational performance regarded as an output produced by the interaction of educational inputs (students, teachers, and materials) with the educational process. The model incorporates five stages of evaluation: (1) program design, (2) program operation, (3) program interim products, (4) program terminal products, and (5) program cost. Each stage of the model is explained, and guides to assist in decision making by the program administrator are formulated. A Program Interim Assessment Profile charts the evaluation of a program with respect to comprehensiveness, internal consistency, program compatibility, program implementation, relation of process to outcomes, program effectiveness, and program efficiency. Seven appendices relate the application of the evaluation model to an illustrative case history, the Standard Speech Development Program, serving five thousand seventh- and eighth-grade students in thirty-seven qualifying schools. A bibliography of eighteen items is included.

40. Roaden, Arliss L. "The Assessment of School Performance in Big City School Systems." Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, February 5-8, 1969. 16 pages. ED 028 510 MF $0.25 HC $0.90.

    Data and comment are presented on the methodologies of four recent studies which assessed school performance in cities experiencing unrest and conflict (Cinncinati, Columbus, Detroit, and Washington, D.C.). The topics of primary concern are: (1) the school performance objectives assessed, (2) the methods and tools used by the investigators of the city systems in their assessment, (3) the conclusions reached about school performance and the recommendations offered for effecting improvements, and (4) specific recommendations made on how city school systems might develop capabilities for continuous self-assessment. The four school systems studied relied heavily on standardized tests to assess school performance. One of the major problems concerned the release of the test results to the public. It is concluded that, in spite of remediation programs, students from poor families are still likely to achieve poorly.

42. Rosenfeld, Michael. An Evaluation Plan for the Greene Joint Vocational School. Pittsburgh, Pennsylvania: American Institute for Research in Behavioral Sciences, 1967. 209 pages. ED 016 824 MF $1.00 HC $10.55.

The purposes of this project were to develop (1) a set of objectives accurately reflecting the tasks the school would like to attempt and the outcomes necessary for viewing the school as successful, and (2) a set of instruments and a plan for data collection allowing the staff to evaluate and determine the achievement of each of their objectives. The plan was designed to be carried out by the school staff with minimal assistance from outside specialists. Greene Joint Vocational School objectives, as set forth by the school staff, are grouped according to the element they are intended to serve: students, feeder schools, adults, staff, employers, and community. For each objective, there is a list of data to be collected, with the source identified. Data summary sheets identify the items to be used in assessing each objective. An evaluation plan contains a description and explanation of the use of the assessment items and specifies who should fill out the item, the time it should be administered, the individual responsible for summarizing the data, and the action to be taken. Evaluation forms to be completed by students, graduates, adult graduates, employers, staff, and community groups are included. Copies of data summary sheets and evaluation forms are included.

42. Squire, James R. "Evaluating High School English Programs." The North Central Association Quarterly, 40 (Winter 1966), 247-254. ED 019 289 MF $0.25 HC $0.50.

    A study of 168 American high school English programs achieving important results was conducted by faculty members of the University of Illinois English and Education departments through questionnaires, interviews, and observations. This preliminary report considers findings of the study relevant to: (1) the leadership and staffing of English programs, (2) the nature of the curricula for literature, composition, speech, and reading, (3) desirable conditions for teaching English, and (4) methods of evaluating English departments.

43. Stake, Robert E. "Toward a Technology for the Evaluation of Educational Programs." In Perspectives of Curriculum Evaluation, AERA Monograph Series on Curriculum Evaluation, edited by Ralph W. Tyler and others, pages 1-12. Chicago: Rand McNally & Co., 1967. 17 pages. ED 030 948 MF $0.25 HC $0.95. (Complete document also available from Rand McNally & Company, Box 7600, Chicago, Illinois 60680, 102 pages, $2.00.)

    Reflecting an increased awareness of the need for comprehensive curriculum evaluation, a monograph series has been initiated, focusing on major aspects of curriculum design and development. This introduction to the series defines curriculum evaluation as the collection, processing, and interpretation of two main kinds of data: (1) the ob-

jective descriptions of a curriculum's goals, environments, personnel, methods, content, and outcomes; and (2) personal judgments by the evaluator of the curriculum's goals, environments, etc. Available tests related to the evaluation of instruction seldom go beyond achievement testing. New techniques of observation and judgment of total curriculums are needed, with greater attention given to diagnostic testing, task analyses, and evaluation of goals. As reported in the growing literature on measurement and evaluation, special techniques employed in the behavioral sciences need to be utilized in curriculum evaluation. Through its sponsorship of the monograph series, the American Educational Research Association recognizes its obligation as well as its opportunity to cultivate a methodology for the evaluation of education programs.

44. Tuckman, Bruce W. The Development and Testing of an Evaluation Model for Vocational Pilot Programs. Final Report. New Brunswick, New Jersey: Rutgers, The State University, 1967. 104 pages. ED 016 083 MF $0.50 HC $5.30.

The objectives of the project were: (1) to develop an evaluation model in the form of a how-to-do-it manual outlining procedures to obtain immediate information regarding the degree to which a pilot program achieves its stated final objectives, (2) to evaluate this model by using it to evaluate two ongoing pilot programs, and (3) to conduct a clinic disseminating this information to those responsible for the evaluation of pilot programs. The curriculum hierarchy for the evaluation of course knowledge (check technique) which was developed is based upon the analysis of the final task or objective of a program or curriculum stated in behavioral terms with identification of a hierarchy of tasks and subtasks prerequisite to satisfactory performance. A test, written to assess learning in this hierarchy, is administered to students in two or more pilot programs within a specific content area. Both between-course and within-course comparisons are possible. The check technique was evaluated by applying it to several ongoing courses in data-processing and agribusiness pilot programs. It was able to differentiate among the different courses on the basis of student performance in the final course objectives, and also had diagnostic values. However, some revision of the behavioral hierarchy was needed. The evaluation model was explained at a workshop primarily for state directors and supervisors of vocational programs. Included in the appendices are the model tests used to evaluate pilot programs in data processing and agribusiness and the "Manual for Evaluating Educational Programs--the Check Technique." The document also presents and discusses the schematic model forms.

45. Twilford, Don D., and Wellman, Frank E. Guidance, Counseling, and Testing. Program Evaluation. Washington, D.C.: Office of Education,

Department of Health, Education, and Welfare, 1959. 39 pages. ED 001 146 MF $0.25 HC $2.05.

Suggestions for the review and evaluation of guidance programs under Title V-A of the National Defense Education Act are presented. Although general goals are agreed upon, there are variations in specific procedures, techniques, and professional standards. Their value is at present hypothetical. A critical examination of the guidance program is demanded. Many problems make evaluation difficult: Terminology is not uniform; (2) many factors outside the program influence the behavior and development of students; and (3) many variables in the evaluative process are difficult to quantify. Suggestions in methodology are given to make the evaluation as scientific as possible: (1) Specific criteria for determining the extent to which program objectives have been achieved should be established; (2) techniques for data collection should be developed; and (3) conclusions should be carefully drawn. At least two kinds of studies should be conducted--those of programs and those of students. Three approaches are described--the appraisal approach, the assessment approach, and the evaluative approach. Suggestions for the evaluation of both state- and local-level programs of guidance, counseling, and testing are given. Included are specific program objectives and suggestions for collecting pertinent data. Methods are also given for studies of students. The need for continued research in evaluation is emphasized. Local, state, and national responsibilities in this effort are described. The appendix includes a selected bibliography.

46. Wiley, David E. "The Design and Analysis of Evaluation Studies." Paper presented at the Symposium on Problems in the Evaluation of Instruction, Los Angeles, December, 1967. Los Angeles: Center for the Study of Instructional Programs, California University. ED 030 988 MF $0.25 HC $1.10.

    The terms evaluation, assessment, and appraisal are often used interchangeably in research on schools and pupils. Guidelines for their use and some of the similarities and differences in their meanings are explicated. The concept of evaluation is narrowed to refer to use of information on pupil behavior. Four separate components of evaluation--standards, objects, vehicles, and instruments--which have been confused in some studies are outlined and defined. The last three components and their relations to certain notions about the design, analysis, and measurement aspects of evaluation are discussed. Research is cited, examples are given, and a model is constructed.

47. Wilhelms, Fred T., ed. Evaluation as Feedback and Guide. 1967 Yearbook. Washington, D. C.: Association for Supervision and Curriculum Development, 1967. 290 pages. ED 022 265 MF $1.25 HC not available from

EDRS. (Available from Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, $6.50.

This yearbook is a call for radical change in educational evaluation. Part 1 defines evaluation, discusses its contributions to education, and assesses present practices. Part 2 examines the potential role of evaluation in improving learning and in maximizing teacher effectiveness. Part 3 shows that it is possible and desirable to discard the old patterns of testing, measuring, and record keeping, and reviews successful pilot attempts to use a new system. Part 4 emphasizes that not all the problems of a new system are recognized or solved, but points to the future potential of the groundbreaking ideas presented.

48. Wyllie, Eugene Donald. An Evaluation Plan for Business Education Programs in High Schools. South-Western Monographs in Business and Economic Education, Number 109. 40 pages. ED 016 851 MF $0.25 HC $2.10.

This plan was developed from a doctoral study with the cooperation of members of the Indiana Business Education Association. It was used for evaluation purposes in twenty-five high schools and then revised. The evaluation instrument consists of nine sections with subsections: (1) curriculum, (2) instructional content, (3) instructional activities, methods, and procedures, (4) instructional materials, (5) guidance, (6) extraclass activities, (7) home, business, and community relations, (8) physical facilities and equipment, and (9) staff. Each subsection is introduced by a criterion, followed by a series of checklist items which are specific statements of optimum conditions, practices, and characteristics relating to the comprehensive general criterion. Each staff member is required to make an individual evaluation on specific points of each subsection and a general, overall evaluation of the whole subsection. The entire staff, meeting together, evaluates both the specific items and each subsection as a whole. A departmental profile is then constructed in graphic form as a summary of evaluations made of all twenty-seven subsections.

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